

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: GARFIELD SCHOOL DISTRICT	School: GARFIELD AUXILIARY MIDDLE SCHOOL & HIGH SCHOOL
Chief School Administrator: NICHOLAS PERAPPATO	Address: 43 CLIFTON AVENUE
Chief School Administrator's E-mail: NPERAPPATO@GBOE.ORG	Grade Levels: 6-8 & 9-12
Title I Contact: GERI LEDFORD	Principal: CHARLES F. BONANNO
Title I Contact E-mail: GLEDFORD@GBOE.ORG	Principal's E-mail: CBONANNO@GBOE.ORG
Title I Contact Phone Number: 973-340-5000 EXT. 2300	Principal's Phone Number: 973-272-7464 EXT. 1501

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

- ✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

CHARLES F. BONANNO
Principal's Name (Print)

Charles F. Bonanno
Principal's Signature

6-25-15
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held eight (8) (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 2,155,913 , which comprised 99.7% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 2,489,650, which will comprise 99.3 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Data Team	1,2,3,4	yes	School wide	\$3,500
Instructional Supplies, technology	1,2,3,4	yes	School wide	\$8,447
Professional Development (Course Coach)	1,2,3,4	yes	School wide	\$4,000
Professional Development (PARCC, LA, Math)	1,2,3,4	yes	School wide	\$2,000
				\$17,947

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Charles F. Bonanno	<u>Administration</u> Principal	X	X		
----- Dave Gray Mike Backo Thomas Maccarrone Peter Santacroce	<u>Faculty Data Committee</u> Dean of Students Mathematics Social Studies Language Arts	X X X X	X X X X		
Dave Gray Peter Santacroce Phil Hirleman Eric Policastro Mike Backo	<u>Faculty School Initiatives Committee</u> Dean of Students Language Arts Visual Art Social Studies Mathematics	X X X X X X			

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Amy Sabani	Guidance Counselor/ Scheduling	X			
Alexandra Bellenger	Asst. Superintendent of Curriculum	X			
Jennifer Botten	Asst. Curriculum Supervisor-Science	X	x		
Brian Cameron	Asst. Curriculum Supervisor- Social Studies	X			
Elizabeth Mierzejewski	Asst. Curriculum Supervisor-Mathematics	X			
Diane Nunno	Asst. Curriculum Supervisor- Language Arts	X			

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
October 15, 2014	Garfield High School	<ul style="list-style-type: none"> • Needs Assessment • Plato implementation • Personalized Student Learning Opportunities/ Option II • Unified Plan • Period Schedule • Professional Development 	Yes		Yes	
November 15, 2014	Garfield High School	*Option II Follow-Up *Unified Plan *Student Government *Scheduling *Pathways *Building Improvements *HSPA *Committee Chair Selection	Yes		Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

January 12, 2015		<ul style="list-style-type: none"> *Completion of Biology Labs *Other construction *Mid-Term Assessments *Evaluation of the 0 & 9th period Schedule *Professional Development Day *New Courses *New Staff *Faculty Committees *Study Hall Lounge 	Yes		Yes	
January 22, 2015		<ul style="list-style-type: none"> *Principal's Report *Follow up on Plato implementation *Professional Development *AHSA *Student Council *Facilities 	Yes		Yes	
February 26, 2015		<ul style="list-style-type: none"> *School Insignia *Period Schedule *HSPA *Parent/Community Fair *Budget *Computers 	Yes		Yes	
March 14, 2015		<ul style="list-style-type: none"> *Budget Plato baseline *NJPASS & ACCESS 	Yes		Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

		Testing *PD Plan				
April 9, 2015		*Facilities *Surveys *PD Plan	Yes		Yes	
May 27, 2015		*Facilities *Data Team - Newsletter HSPA Data	Yes		Yes	
Data Committee	Planning stages (likely once/week during school year.)	*HSPA Plato *Surveys	Yes		Yes	

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<p>What is the school's mission statement?</p>	<p>The focus of the Garfield Auxiliary Middle School & High School continues to prepare all students for a transition into post-secondary school life. The Garfield Auxiliary Middle School & High School provides a nurturing learning community that provides students with opportunities to meet success and gain their High School Diploma. Our Vision is to have students reach their achievement and social potential through academics, career exploration, workplace readiness, and character education.</p> <p>We are devoted to helping our school create a positive learning environment that will lead to decreased discipline problems and increased opportunities for student learning.</p> <p>Our schools expectations and values are based on the simple premise of treat others like you want to be treated. Further, we have defined the meaning of good behavior, Respect, Responsibility, & Readiness, in ways that exemplify those expectations for all areas of our school, especially those areas in which there is more student independence (e.g. cafeteria, classroom, hallways, stairwells, bathrooms, bus and arrival/dismissal areas, etc.).</p> <p>By teaching our students our behavioral expectations and, throughout the year, recognizing those students who live up to the goals and expectations of the program, we hope to teach students to recognize what is considered appropriate social behavior. As we proceed, it is our hope that parents will ask their children, "what kind of a student does the Garfield Auxiliary Middle School & High School expect you to be?" and "what happens when a staff member observes you following the expectations of the Garfield Auxiliary Middle School & High School?"</p> <p>By establishing and teaching behavioral expectations and recognizing appropriate social behavior, we will provide a common language for everyone in our building. Not only students and teachers but also secretaries, custodial staff, paraprofessionals, security guards and parents will share this common language as well. We believe that by helping students practice good behavior, we will build a productive school community where all children can learn and</p>
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?
 - a. The Garfield Auxiliary Middle School & High School implemented the first year process in developing a school wide program as an autonomous body.
2. What were the strengths of the implementation process?
 - a. Some of the strengths of the implementation process is was that the faculty members that were involved were extremely committed to the program.
3. What implementation challenges and barriers did the school encounter?
 - a. Some of the challenges and barriers that the school encountered was that we are an extremely small school with just 75 students and limited staff. So volunteers come on a limited basis. Money available was also a limiting factor in what we were able to accomplish.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
 - a. Lack of enough faculty
 - b. Faculties that were involved were extremely committed.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

- c. Amount of paper work involved in the process would fall on administration in which we have only one. (also has to do, VV-SA reports, HIB Reporting, Discipline, Educational Leadership, etc.)
- 5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
 - a. The initial buy-in came from the dedication of the select few who paved the way. Once the dedication and commitment was established, the rest of the staff seemed to follow the “lead by example” method.
- 6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff’s perceptions?
 - a. Perceptions of the staff were that we are in a infancy and a lot of time, work and effort needs to continue to go into program implementation. Surveys were the main method of measurement of staff perception. Data that are more empirical will come with the development of the program.
- 7. What were the perceptions of the community? What tool(s) did the school use to measure the community’s perceptions?
 - a. This portion was and is still in the development stages of implementation. Surveys will be the main method of measurement until further establishment and empirical data methods are developed.
- 8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)
 - a. As a group, students were assessed to see the level of each area of study and what their strengths and weaknesses were.
- 9. How did the school structure the interventions?

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

- a. The school structured the intervention by grade level. Baseline testing was established and given to each grade level.

10. How frequently did students receive instructional interventions?

- a. Instructional intervention is built directly into the curriculum and individualized to each student. This direct student approach appears to an effective method of implementation.

11. What technologies did the school use to support the program?

- a. Baseline testing was established with the guidance of Asst. Curriculum Coordinators as well as the implementation of the use of Plato. Plato is an assessment tool offered by Edmentum. This web-based program will allow further baseline assessment with the added benefit of creating individual lesson plans for each student based on their score. They follow the Core Curriculum Standards and will help the student achieve the proper level of grade level education.

12. Did the technology contribute to the success of the program, and if so, how?

- a. The technology was and remains the main stay of the success of the program. It gives us a great baseline measurement and guided instruction on an individual student bases. It is offered in the same or similar format that future testing (Partnership for Assessment of Readiness for College and Career – PARCC) will be offered, so familiarity will assist the student in the acclimation process for future web based testing.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Grade 6	-----	-----	Waiting on results for partially proficient on state assessments for two years or more. Second school year. Base line data being established. All Classified -Special Education Students	N/A
Grade 7	-----	-----	Waiting on results for partially proficient on state assessments for two years or more. Second school year. Base line data being established. All Classified -Special Education Students	N/A
Grade 8	-----	-----	Waiting on results for partially proficient on state assessments for two years or more. Second school year. Base line data being established. All Classified -Special Education Students	N/A
Grade 11	-----	-----	Waiting on results for partially proficient on state assessments for two years or more. Second school year. Base line data being established. All Classified -Special Education Students	N/A
Grade 12	-----	-----	Waiting on results for partially proficient on state assessments for two years or more. Second school year. Base line data being established. All Classified -Special Education Students	N/A

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 6	-----	-----	Waiting on results for partially proficient on state assessments for two years or more. Second school year. Base line data being established. All Classified -Special Education Students	N/A
Grade 7	-----	-----	Waiting on results for partially proficient on state assessments for two years or more. Second school year. Base line data being established. All Classified -Special Education Students	N/A
Grade 8	-----	-----	Waiting on results for partially proficient on state assessments for two years or more. Second school year. Base line data being established. All Classified -Special Education Students	N/A
Grade 11	-----	-----	Waiting on results for partially proficient on state assessments for two years or more. Second school year. Base line data being established. All Classified -Special Education Students	N/A
Grade 12	-----	-----	Waiting on results for partially proficient on state assessments for two years or more. Second school year. Base line data being established. All Classified -Special Education Students	N/A

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
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SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Grade 9	-----	-----	NA	NA
Grade 10	-----	-----	NA	NA

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 9	-----	-----	NA	NA
Grade 10	-----	-----	NA	NA

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities		NA	NA	This data shows our base line information.
Math	Students with Disabilities		NA	NA	This data shows our base line information.
ELA	Homeless		NA	NA	This data shows our base line information.
Math	Homeless		NA	NA	This data shows our base line information.
ELA	Migrant		NA	NA	This data shows our base line information.
Math	Migrant		NA	NA	This data shows our base line information.
ELA	ELLs		NA	NA	This data shows our base line information.
Math	ELLs		NA	NA	This data shows our base line information.
ELA	Economically Disadvantaged		NA	NA	This data shows our base line information.
Math	Economically Disadvantaged		NA	NA	This data shows our base line information.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Data Analysis Curricula Revision & Alignment			
Math	Students with Disabilities	Data Analysis Curricula Revision & Alignment			
ELA	Homeless	Guidance Intervention			
Math	Homeless	Guidance Intervention			
ELA	Migrant	Guidance Intervention			
Math	Migrant	Guidance Intervention			
ELA	ELLs	Guidance Intervention			
Math	ELLs	Guidance Intervention			
ELA	Economically Disadvantaged	Guidance Intervention			
Math	Economically Disadvantaged	Guidance Intervention			
ELA		Guidance Intervention			
Math		Guidance Intervention			

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	*NJCIE Conference			
Math	Students with Disabilities	Math Coach NJDOE Data Workshop			
ELA	Homeless	Guidance Intervention			
Math	Homeless	Guidance Intervention			
ELA	Migrant	Guidance Intervention			
Math	Migrant	Guidance Intervention			
ELA	ELLs	Guidance Intervention			
Math	ELLs	Guidance Intervention			
ELA	Economically Disadvantaged	Guidance Intervention			
Math	Economically Disadvantaged	Guidance Intervention			
ELA		*NJCIE Conference			
Math		Math Coach NJDOE Data Workshop			

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
*Student Parent and Community Engagement	All	Yes	<ul style="list-style-type: none"> • Sign In Logs • Parent and Faculty Feedback • HSPA 	Developmental Stages
Back to School Night	All		<ul style="list-style-type: none"> • Sign In Logs 	Logs are collected from teachers. It will be necessary for the data committee to tally information for future reference.
Parent-Teacher Conferences	All		Sign-In and telephone logs	Logs are collected from teachers. It will be necessary for the data committee to tally information for future reference.
Parent-Teacher Conferences	All		Sign-In and telephone logs	Logs are collected from teachers. It will be necessary for the data committee to tally information for future reference.
Communication	All ELL	Yes	<ul style="list-style-type: none"> • Documents provided to parents • Telephone Logs • Community Notification System Logs 	<ul style="list-style-type: none"> · Written communication continues to be created in three of the most spoken languages. · There was an increase in the number of messages sent home through the Community Notification System.
NCLB Committee	All	TBD	Sign In Logs	Development of meetings to be held regularly and parent and/or community representatives should be present at every meeting.
Home & School Asso.	All	TBD	Sign In Logs	Developmental Stages

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be made by the principal of the school. **Note:** Signatures must be kept on file at the school.

- ✓ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

CHARLES F. BONANNO

Charles F. Bonanno

5/25/15

Principal's Name

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	HSPA NJPASS First & Second Year Baseline PARCC	First & Second Year Baseline
Academic Achievement - Writing	HSPA NJPASS First & Second Year Baseline PARCC	First & Second Year Baseline
Academic Achievement - Mathematics	HSPA NJPASS First & Second Year Baseline PARCC	First & Second Year Baseline
Family and Community Engagement	Sign in Logs Surveys	
Professional Development	Multiple Surveys	
Homeless	NA	
School Climate and Culture	Multiple Surveys	Faculty Survey (Baseline established questions)

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<ul style="list-style-type: none"> · Healthy & Safe Environment: Students are treated equitably: · Students respect one another: · Students are respectful of adults: · Staff members are respectful of students: · School rules are clear, fair, and posted: · School rules are consistently applied: · Occurrences of bullying and sexual harassment are low because programs are in place to prevent them: · The school community demonstrates high expectations: · Student Survey · Languages spoken at home: · Success in school is highly valued by my family · Students care about learning and getting a good education: · Which interfere with learning: · I don't understand what is being taught in some · Should students take responsibility for their own learning: · Is it acceptable to cheat to get ahead? · Have you ever cheated? · Have you ever skipped class? · Have you ever considered dropping out of school? · Reason for considering dropping out · Do you take standardized testing seriously?:
English Language Learners		
Economically Disadvantaged		

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture		
Leadership	Survey	<ul style="list-style-type: none"> · School rules are clear, fair, and posted. · School rules are consistently applied. Always , Usually , Sometimes , Never · Rules are routinely shared with families, guardians, and the entire school community. Always , Usually , Sometimes , Never · Appropriate committees routinely analyze and act upon referral and suspension data to ensure equitable application of school rules: Always , Usually , Sometimes , Never · Occurrences of bullying and sexual harassment are low because programs are in place to prevent them: Always , Usually , Sometimes , Never
School-Based Youth Services		

2015-2016 Comprehensive Needs Assessment Process*

Narrative

**Provide a separate response for each question.*

1. What process did the school use to conduct its needs assessment?

- The data analysis group continued for the 2014-2015 school year. Continuing to collect baseline data since the school is still in its infancy. Due to scheduling the group was reduced in size, however the members were part of the group from the previous year. Since they were aware of the procedures, more time was dedicated to analysis than in previous years. The school initiatives group also continued and information was provided to these teachers from the data team. As in the past, all were told to convey findings

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

to their departments. The data team gathered data beyond test results. Interviews were conducted and incentives were applied. The key incentive was exemption from the final exam if advanced proficiency was attained. Results showed a significant growth in advanced proficiency.

Priority problems were identified through assessment data, report card data, and surveys. Faculty provided feedback related to professional development and a school climate survey. A parent survey was given to the parents at the parent information fair. Students were also given an online survey. Based on this feedback, revisions to continue the support of student improvement will take place.

2. What process did the school use to collect and compile data for student subgroups?

- A Dean of Students, the director of guidance, a faculty committee, asst. curriculum supervisors and the principal, obtains, reviews, and disseminates data. The faculty members of the key departments to focus on students who need assistance used the information.
- Awaiting PARRC results.
- Students who failed the HSPA assessment were interviewed to determine needs for successfully passing the test. Included in these interviews were students who succeeded with the second testing and those who failed for a second time. Results of the surveys were provided to supervisors and administration in order to establish methods that would assist students in achieving success on the third testing of the HSPA. A
- LA, Math, ESL, and special education teachers review data from assessments with students and in collaboration with the students establish academic goals to improve their results. In addition, guidance counselors meet with students identified as having social or emotional difficulties that may affect their assessment results and establish goals or a plan to alleviate or lessen the effect their problems have on their ability to perform on assessments. Goals and plans will be reviewed with students on a regular basis.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

- The HSPA test continues to be a major source of data that drives decisions for school improvement, because those scores have primarily determined AYP status. A focus from AYP to the new ESEA standard of a 50% reduction in failures over a six-year period will take place as a switch is made from HSPA testing to the new PARCC testing. It is intended to utilize the PSAT test for 10th and 11th grade students to help determine deficiencies and prepare for the SAT. Additional testing resources will be utilized to support the preparation for the HSPA. The ninth grade will need an alternative assessment as much of the material on the PSAT may be too advanced for determining needs. The district will be contracting with Performance Matters for the purpose of creating and evaluating benchmark assessments to determine student growth.
- Guidance also compiles information based on information reported to them by students, teachers and/or parents. The free/reduced lunch applications help to determine the socio-economic status of the students.
- Student and Family Advocacy groups were suspended, however, homerooms were established and the groups remained together. It was anticipated that SFA group meetings would resume this year with specific topics to be addressed by the needs of each grade level. There were numerous items to address this year, especially the upcoming teacher evaluation process. It has been determined by the committees that there is a need to address specific topics by grade level. Addressing these through SFA is still under consideration.
- It is also planned to utilize data to determine trends. Scores will continue to be used to compare students to their own prior results on assessments to observe whether they are progressing, stagnant, or regressing. A continuing database with individual student scores has been compiled to help determine if there is a continuing deficiency vs. a poor testing day.
- There is a continuing concern, however, since the attendance and tardiness are resulting in students losing credits. As students lose credits in a class, their name is placed on a spreadsheet that is maintained by our attendance committee. This spreadsheet is used to help monitor student loss of credit. It is distributed to faculty each quarter so that they may properly record this

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

information in their grade book and inform students of the appeal process. Policy is being reviewed for adjustments that will help prevent loss of credits and provide potential for credit recovery.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?¹

- a. The major resources used to determine needs include state reports and assessments. Student and faculty surveys, designed from questions that were researched, were planned to complement each other so that views on the same topics would be provided from both entities.
- b. The HSPA test is State controlled and the PSAT is a national standardized test. The testing corporations who provide information to the school calculate results. PARCC will replace both tests above.

4. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

- HSPA results have shown that the Language Arts Department has continually progressed. This has occurred following years of support with the possibility that the professor in residence (PIR) and other focus topics have made a difference. Mathematics has begun to improve; however, the results are not equal to the increase in language arts. There has been little success with retaining a PIR for this department.
- Review of observations and lesson plans indicates that differentiation of instruction continues to be an area where teachers are having difficulty with broadening its use. Most of the indicated differentiation shows a connection to classroom set-up and presentation, i.e. whole group vs. small group instruction. Additional PD to understand scaffolding of assignments is needed.
- Due to the new state requirements for educator evaluations, much of the PD time was allocated to preparing for this transition. Teachers have voiced that they are looking forward to PD that will focus specifically on their field's instruction. Feedback

¹ Definitions taken from *Understanding Research Methods* by Mildred Patten
Patten, M. L. (2012). *Understanding Research Methods*. Glendale, California: Pyrczak Publishing

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during discussions has indicated that there are teachers who would like to work in PLCs in order to address specific departmental needs.

5. How does the school identify educationally at-risk students in a timely manner?

A data team meets in the summer to enable information to be provided to teachers as they start their new classes. Information obtained from these results was distributed to faculty and supervisors so that assistance could be provided to individuals related to their shown deficiencies. Students who have failed assessments in language arts and mathematics are placed into basic skills classes to strengthen their skills. All freshmen, except for honors students, receive a double period in language arts and mathematics in order to increase their understanding of these subjects early in their high school years so that they will have greater success in future years. Faculty members may also recommend students who need additional assistance.

6. How does the school provide effective interventions to educationally at-risk students?

- Every year economically disadvantaged students are offered after school tutoring provided through Title I funding for the Supplemental Education Service (SES). Letters are sent out in the three key languages to ensure that parents will understand what is being offered. Even though this is offered with no cost, there are a minimal number of students who take advantage of this program. We are going to recommend that students who have been identified as “at risk” be required to participate in an SES program or have parents sign off that they are declining the assistance.
- Students who have demonstrated deficiencies in LA and math are placed in basic skills classes to provide them with remedial support. The BSI teachers work with them to increase their understanding and skill.
- Blocked courses every day continue for LA and mathematics ninth grade students. This provided double the instructional time for all students who were not classified as honors students. The increased time is intended to address potential weaknesses in these subject areas and reduce the number of students who fail in their first year of high school.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

- Student and Family Advocacy topics for each grade level will be planned for the upcoming school year. Specific topics will be addressed by the needs of each grade level to help students attain success in school.
- Key subject areas have developed benchmark assessments that are used to determine the progress of the students. Expansion of benchmarks are planned to be designed with the assistance of Performance Matters.
- Faculty members are asked to review individual class data to determine the needs of their students and to adjust instruction to meet those needs.

7. How does the school address the needs of migrant students?

“Migrant” students, for the purposes of our response, refer to mobile students. An increased effort has been made to review documentation that is provided or requested from their previous school districts to more quickly assess areas of weakness or assistance need. With a focus on evaluating the alignment of curricula to the NJ CCCS, students who transfer to and from districts within NJ will have consistency through this alignment. Ensuring that the cumulative progress indicators are monitored will help student success. There is a concern with students who come for short periods and decide to drop out.

8. How does the school address the needs of homeless students?

When these students are identified, guidance counselors provide additional support to help ensure that these students can be successful while in our school. This may include assisting students with community resources. Continued intervention occurs via guidance counselors and the school nurse.

9. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

- Supervisors who address this topic hold department meetings.
- Teacher groups created the benchmark assessments (pre, mid, and final) in their specific subject areas.
- Results of tests are provided to the key departments impacted by the testing. The majority of decisions on the improvement of instruction come through discourse during the department meetings when members decide what actions should be taken because of the review of the data.
- To ensure academic equity, faculty members, who teach the same course, designed assessments that would be given to all of the classes of the same subject. These assessments help teachers to pace their lessons so that required elements of the curriculum are learned.

10. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

- The guidance department provides information on courses and seeks to find interest areas of the students.
- The Band Director attends the eighth grade band period to present information on the Instrumental Music program to help ensure students continue with this area.
- A shadowing day was implemented for select eighth grade students to help them see how the high school operates and to ask questions to address concerns that they may have. It is expected that this will be expanded to include all of the eighth grade students.
- An orientation for students takes place prior to the first day of school to provide students with information, assist them with their lockers, and to help them understand the layout of the building. The School Initiatives Committee has begun planning a more in-depth orientation that will take place in the evening and will include parents. This event will include an administrative address to the attendees, a meet and greet with the department members, a tour of the school, and workshops to establish use of the Parent Portal for parents who have not already signed up for this service.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

11. How did the school select the priority problems and root causes for the 2013-2014 school wide plan?

Information is provided to faculty and leadership committee members. Feedback from surveys is reviewed along with assessment data. Members of the data and school initiatives committees select priority problems from this information. Priority problems from the past year are reviewed and repeated if it is determined, that continued support and enhancement is necessary as well as new State Mandated requirements.

12. What did the data analysis reveal regarding classroom instruction?

Implementation of Plato, a software program to help with differentiated instruction has been implemented in March 2014. Baselines are current being established with regard to the actual student's educational ability and their present grade level in mathematics, English Comprehension and language arts.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Student Academic Needs: <ul style="list-style-type: none"> • Increase mathematics passing percentages • Increased rigor in all subjects • Writing to be supported by summer assignments & ESY Programs • Increased technology in lessons and technology lab development • An efficient system for obtaining data via use of computer lab. 	Communication: <ul style="list-style-type: none"> • 9th grade awareness of high school requirements • Vertical Articulation and Uniformity for transition between grade levels • Consistency of planning between departments & teachers • General knowledge of school and community events
Describe the priority problem using at least two data sources	Students are not attaining the required passing percentages when tested. Indicators show that students are not working to their potential and a greater emphasis on rigor is needed. HSPA and Student Survey	There is a lack of uniformity between grade levels as was indicated by the QSAC review. This results in transitional issues and potential gaps between the grade levels. This is evident in curriculum writing, lesson planning, and with the use of other forms.
Describe the root causes of the problem	Expansion of the use of data is needed to tie in all stakeholders including students. Computer labs for surveying and PARCC familiarity are needed.	Creating available time for vertical articulation is often difficult. With different supervisors at Pre-K, elementary, and MS/HS; limited time for supervisor meetings creates a disconnect between these grade levels.
Subgroups or populations addressed	Mathematics - All Language Arts - Economically Disadvantaged	All
Related content area missed (i.e., ELA, Mathematics)	Mathematics	Mathematics
Name of scientifically research based intervention to address priority problems	IES Practice Guide – <ul style="list-style-type: none"> • Drop Out Prevention Recommendations: <ol style="list-style-type: none"> 1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help 	IES Practice Guide- Helping Students Navigate the Path to College: What High Schools Can Do <ol style="list-style-type: none"> 1. Surround students with adults and peers who build

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<p>identify individual students at high risk of dropping out.</p> <ol style="list-style-type: none"> 2. Assign adult advocates to students at risk of dropping out. 3. Provide academic support and enrichment to improve academic performance 4. Implement programs to improve students' classroom behavior and social skills 5. Personalize the learning environment and instructional process <ul style="list-style-type: none"> • Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendations: <ul style="list-style-type: none"> • Provide explicit vocabulary instruction • Provide direct and explicit comprehension strategy instruction • Provide opportunities for extended discussion of text meaning and interpretation • Increase student motivation and engagement in literacy learning • Turning Around Low Performing Schools Recommendations: <ul style="list-style-type: none"> • Maintain a consistent focus on improving instruction • Using Student Achievement Data to Support Instructional Decision Making Recommendations: <ul style="list-style-type: none"> • Make data part of an ongoing cycle of instructional improvement • Teach students to examine their own data and set learning goals • Establish a clear vision for school-wide data use • Provide supports that foster a data-driven culture within the school • Develop and maintain a district-wide data system • Organizing Instruction & Study to Improve Student Learning Recommendations: 	<p>and support their college-going aspirations</p> <ol style="list-style-type: none"> 2. Engage and assist students in completing critical steps for college entry 3. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified
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	<ul style="list-style-type: none"> • Space the learning over time. • Interactively -worked example solutions with problem-solving exercises • Combine graphics with verbal descriptions. • Connect and integrate abstract and concrete representations of concepts. • Use quizzing to promote learning. • Help students allocate study time efficiently. • Ask deep explanatory questions. 	
How does the intervention align with the Common Core State Standards?	Revision and alignment of the curricula directly relates to the Common Core Standards.	The Common Core Standards are designed with progression. Communication is critical to ensure that there is proper progression.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	School District and Community Issues <ul style="list-style-type: none"> • Parent & Community Involvement • Drop Out Rate 	Technology <ul style="list-style-type: none"> • Preparation for online assessments
Describe the priority problem using at least two data sources	The percentage of parents involved in school activities remains low as demonstrated by sign in logs at HSA meetings and the limited number of parents who volunteered as members of the school leadership committee. There was an increase in participation at the parent fair. The dropout rate missed the indicator by 0.2%.	Insufficient system for upcoming PARCC assessments. Speed test Technology Inventory
Describe the root causes of the problem	Parent support is very limited and feedback has indicated that meeting times and language barriers may be contributing to this problem. Many of our parents do not understand what is necessary to assist their child succeed and without connectivity it is difficult to work as a team to support students.	The state is replacing the HSPA test with PARCC assessments that will be done online.
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)	All	Language Arts Mathematics
Name of scientifically research based intervention to address priority problems	IES Practice Guide- Helping Students Navigate the Path to College: What High Schools Can Do <ol style="list-style-type: none"> 1. Surround students with adults and peers who build and support their college-going aspirations 2. Engage and assist students in completing critical steps for college entry 	IES Practice Guide- Helping Students Navigate the Path to College: What High Schools Can Do <ol style="list-style-type: none"> 1. Surround students with adults and peers who build and support their college-going aspirations 2. Engage and assist students in completing critical steps for college entry 3. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<p>IES Practice Guide –</p> <ul style="list-style-type: none"> • Drop Out Prevention <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out. 2. Assign adult advocates to students at risk of dropping out. 3. Provide academic support and enrichment to improve academic performance 4. Implement programs to improve students' classroom behavior and social skills 5. Personalize the learning environment and instructional process <p><i>Focus on Effectiveness</i> builds on the landmark work of educational researchers Robert J. Marzano, Debra Pickering, and Jane E. Pollock, authors of <i>Classroom Instruction that Works</i>. Their meta-analyses and research shed light on effective strategies for improving teaching and learning. Their work can be found at the Mid-continent Research on Education and Learning (McREL). http://www.mcrel.org</p> <p><i>Classroom Instruction That Works</i> http://shop.ascd.org/ProductDisplay.cfm?ProductID=101010</p>	deficiencies as they are identified
How does the intervention align with the Common Core State Standards?	Strategies to enhance curricula directly align with the common core standards.	Integration of Knowledge and Ideas RST 11-12.9

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school:</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
<ul style="list-style-type: none"> • Use of data for the improvement of instruction • Alignment of curricula with CCS • Professor-in-Residence 	ELA	All	Asst. Supervisor of Curriculum	HSPA NJPASS PSAT	IES Practice Guide – <ul style="list-style-type: none"> • Drop Out Prevention Recommendations: <ul style="list-style-type: none"> • Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out. • Assign adult advocates to students at risk of dropping out. • Provide academic support and enrichment to improve academic performance • Implement programs to improve students’ classroom behavior and social skills • Personalize the learning environment and instructional process • Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendations: <ul style="list-style-type: none"> • Provide explicit vocabulary instruction • Provide direct and explicit comprehension strategy instruction • Provide opportunities for extended discussion of text meaning and interpretation

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					<ul style="list-style-type: none"> Increase student motivation and engagement in literacy learning
	Mathematics				
		Homeless Migrant			
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
	ELA				
	Mathematics				
		Homeless Migrant			
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
	ELA				
	Mathematics				
		Homeless Migrant			
		ELL			
		Students with Disabilities			

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

- a. The building administration and school wide committees. Internally by school staff.
2. What barriers or challenges does the school anticipate during the implementation process?
 - a. Lack parental/community involvement, lack of staff participation and buy-in, lack of financial and human resources.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Increase efforts to improve communication and engage staff and community.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
 - a. Informal and formal meetings, committee meetings, various surveys.
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
 - a. Engage in community outreach through various methods of communication; attempt to form community/parent committees, surveys, parent portal.
6. How will the school structure interventions?
 - a. Through the formation of various committees- school safety, I&RS committees, school based counseling services, school based outreach to external social services.
7. How frequently will students receive instructional interventions?
 - a. Provided daily in instructional classes, classroom support from paraprofessional staff, daily access to and meeting with guidance counselor and administration.
8. What resources/ technologies will the school use to support the school wide program?
 - a. Access to internet, Plato evaluations/assessments.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
 - a. Close committee cooperation in investigating surveyed quantitative variation in statistics. This kind of empirical, quantitative evidence will serve the Garfield Auxiliary Middle School and High School well.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

- a. Through formal and informal staff and committee meetings, electronic communication, use school and community web sites.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All	All	Orientation/Back to School Night		Log In Forms Surveys	
All	All	Parent Fair		Log In Forms Surveys	
All	All	Conferences		Log In forms Surveys	
All	All	Parent Workshops		Surveys	

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
 - ❑ Student achievement is the top priority of the needs assessment. Since there is an obvious disconnect between many of the parents and school, research indicates that this affects student achievement. Schools, where there is greater parental involvement, tend to have higher achieving students.
2. How will the school engage parents in the development of the written parent involvement policy?
 - ❑ A School Initiatives Committee will begin the process of brainstorming ideas for the plan's development. The information that this committee develops will be presented to the ESEA (NCLB) Committee that includes all stakeholders. Communication will continue between both groups until a plan is written and prepared for dissemination.
3. How will the school distribute its written parent involvement policy?
 - ❑ Following development and approval of the policy, copies would be mailed/e-mailed home to each family. The policy would also be posted to the district/school website. It is intended to translate the policies into the two languages that are prevalently spoken at home.
4. How will the school engage parents in the development of the school-parent compact?
 - ❑ As part of the plan development, the current compact would be reviewed. Any needed revisions would be completed through the same process as the development of the plan.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

5. How will the school ensure that parents receive and review the school-parent compact?

- ❑ Compacts are mailed home through our Title I office. A required returned signature of the parent/guardian and response survey, indicating that it was reviewed, would be necessary. A workshop could be held to address any questions that the parents may have in regard to the compact.

6. How will the school report its student achievement data to families and the community?

- ❑ The primary source of information is the State Report Card for Garfield High School, for which information to access the report is provided to parents and anyone requesting the information. In addition to mailings, the school posts much of the state information on the e-mail and the website. The State Report Card is published in the Bergen Record, The Star Ledger, the district's website, and is sent to the households of all enrolled students.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

- ❑ Students are given a letter/permission slip, translated into their native language, indicating the status of the student and district. The students are given a timeframe for returning a signed form of notification for the school to keep on file.

8. How will the school inform families and the community of the school's disaggregated assessment results?

- ❑ Students are given a letter/permission slip, translated into their native language, indicating the status of the student and district. The students are given a timeframe for returning a signed form of notification for the school to keep on file.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

9. How will the school involve families and the community in the development of the Title I School wide Plan?

- ☐ There are parent members of the NCLB Leadership Committee. They have been involved in the planning for restructuring and continued school improvement. The minutes of each meeting are posted on the school's website.

10. How will the school inform families about the academic achievement of their child/children?

- ☐ The main method for informing the parents of this information is through the mail. There were two days established for parent conferences. Teachers were able to discuss assessments and other performances with the parents on those days. It is anticipated that there will be an increase of obtaining e-mail addresses to utilize for this purpose as well as other communication. The school has a Parent Portal where they can access live information related to their child's academic status.

11. On what specific strategies will the school use its 2013-2014 parent involvement funds?

- ☐ Having had success with the initial parent fair, another was planned and held in February of 2012. Funds were used to purchase supplies and refreshments to support the success of the fair. Essential communication is written in the three key languages, English, Spanish, and Polish. Continued expansion of this event is anticipated for the future.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	3 (MS) 100%	<ul style="list-style-type: none"> ▪ New teacher induction program and mentor support <ul style="list-style-type: none"> • Increased In order to be considered for employment in the Garfield School District, a teacher must meet the guidelines for HQT. • Employment opportunities are placed in ads in local newspapers , as well as, on the Garfield Website • Each building in the District receives job opportunities, which are posted. • Mentoring programs, teacher orientation, professional development, weekly house and department meetings, all contractual benefits are supports afforded new teachers in the Garfield School District. • Reimbursement for Graduate classes is offered to assist teachers in attaining higher degrees of learning. ▪ The district offers professional development for staff to support continuing education communication networks ▪ All meet HQT as per central office.
	8 (HS) 100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 0.00%	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	7 100%	<p>New paraprofessional induction program and mentor support</p> <ul style="list-style-type: none"> Local newspaper and the Garfield School District website place job opportunities for Paraprofessionals. Part time Paraprofessionals are give first opportunity for full time employment Paraprofessionals were given to obtain an AA degree through Fairleigh Dickinson University. Classes are held on site in the district, and the cost has been significantly reduced to encourage participation. Professional development opportunities and all contractual benefits are offered to the paraprofessionals Paraprofessionals are offered course reimbursement from the district for the successful completion of a course of study. An additional \$2500 in salary is paid to paraprofessionals who have received an AA degree The paraprofessionals employed at the Garfield Middle School have met all NCLB requirements either by education or passing the Para Pro test. <p>*all meet qualifications as per central office.</p>
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0 0.00%	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>When teacher and other staff are replaced, only highly qualified persons would be considered. Through continued acceptance of student teachers, we will be able to build connections with these students and hopefully attract their interest in pursuing permanent status here at GHS.</p> <p>The Garfield Superintendent, the Board of Education, the school principal, and the Garfield Federation of Teachers work collaboratively in an effort to attract and retain highly qualified staff.</p>	<p>Superintendent Principal GFT Board of Education</p>